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ABSTRACT

This report from the Slaton Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 26 findings concerning enrollment, reading achievement, math achievement, and achievement in other subject areas. Conclusions and recommendations generated from these findings are the following: (1) students completed the greater portion of the basal materials; (2) 41 percent of the students were at or above the national norm for reading, and 62 percent were above it for math; (3) instructional needs must be better met at grade levels with a high percentage of retention (particularly kindergarten and the first grade). Statistics and test scores are presented in 16 tables. (VM)

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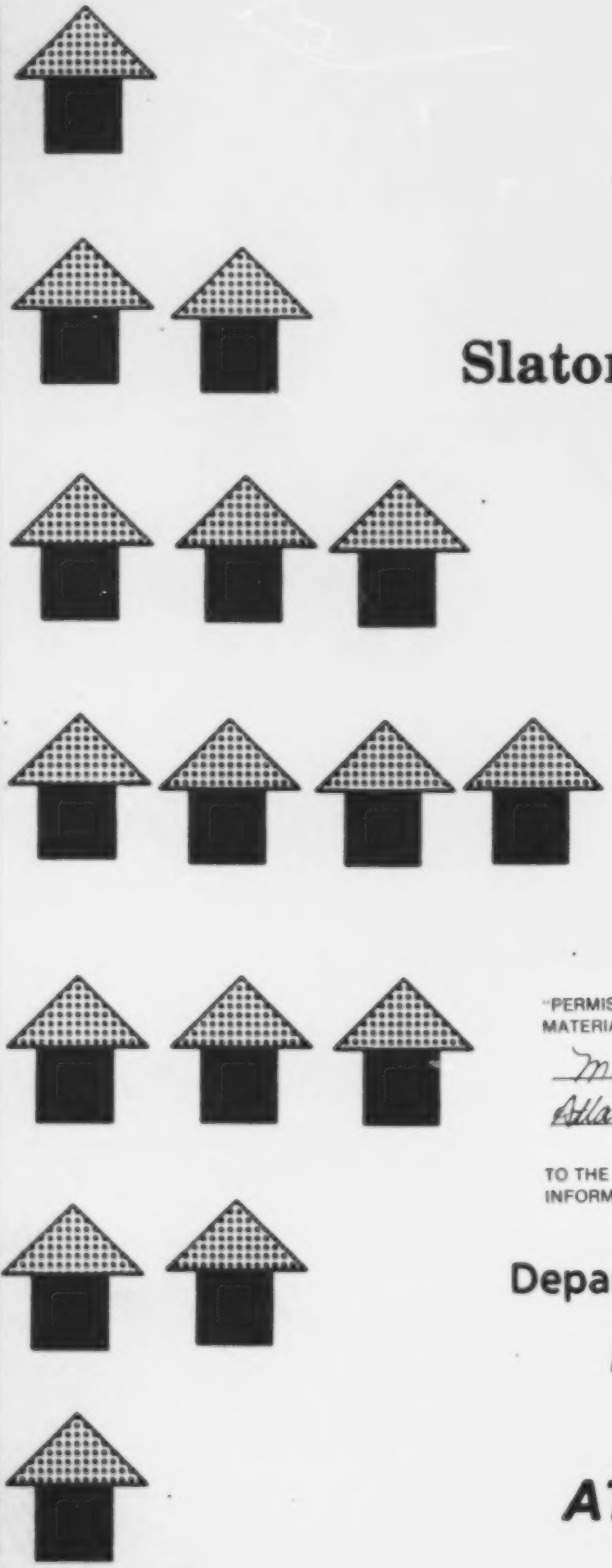

Slaton Elementary School
School Report
1986-87

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Department of Research and Evaluation

DIVISION OF CURRICULUM AND RESEARCH SERVICES

ATLANTA PUBLIC SCHOOLS

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SLATON ELEMENTARY SCHOOL
1986-87 SCHOOL REPORT
(Emma Popwell, Research Assistant)

The School Report is designed to provide information about the school's achievement primarily in reading and mathematics based on objective data. The report is not intended to represent all of the activities and accomplishments for the school year. Information is presented in two forms — a narrative analysis followed by accompanying data sheets.

FINDINGS

General Descriptive Characteristics

1. A degree of stability was evidenced by the reduced number of student transfers to and from the school, the low pupil-teacher ratio, and the increase in student attendance.

2. The school is characterized by its emphasis on school-community participation, particularly in relationship to support services for bilingual, compensatory, and exceptional children programs; the basic skills computer lab, the Writing-To-Read Lab, Comprehensive Child Day Care Program, summer program, after-school tutorial, and extra-curricular activities for students.

Basal Progress

3. The kindergarten basal reading readiness progress was reported for 87 students, and included the fall screening of the Ready Steps Language Survey and the percentage of students who completed and mastered Getting Ready to Read under the Pupil Progression Policy.

4. Fifty-six percent of the kindergarten class had previous preschool experience. For the initial screening of the Ready Steps skills, the percentage of mastery ranged from 45 to 93 for the school and from 48 percent to 96 percent for system students.

5. School and system students performed exceptionally well for beginning sounds of words, and following oral directions. Slaton's and system's students encountered the greatest difficulty for using pictures to place events in proper sequence, and for using pictures to dictate meaningful information.

6. Under the Pupil Progression Policy for kindergarten students in 1986-87, 47 percent of the students successfully completed and mastered the reading readiness basal, Getting Ready to Read. The remaining 53 percent (44 students) ended the year in prereadiness.

7. The pacing status report summarized data for 333 students in grades 1 through 5. The indices of progress in the Houghton-Mifflin basal series were the Tests of Basic Reading Skills for reading and the unit test for mathematics. Basal progress was reported in terms of the average amount of basal materials completed and the percentage of students completing the expected number of reading magazines and mathematics chapters during the year.

8. Students completed the greater portion of the basal materials as the average amount of basal materials completed for grades 1 through 5 ranged from 90 percent to 100 percent for reading, and 48 percent to 95 percent for mathematics.

9. An analysis of the number of students meeting reading expectations showed that while first grade students completed on the average 8 of the 9 magazines, 51 percent completed the expected 9 reading magazines. Seventy-nine percent of the second graders and 45 percent of the third grade students completed the designated 6 reading magazines. For the upper grades, 84 percent of the fourth graders and 81 percent of the fifth graders completed the 4 magazines in the reading basal.

10. For mathematics, more students in the primary grades completed the expected amount of basal materials when compared with fourth and fifth grades. This performance pattern was similar for school and system. The percentage of pupils meeting basal expectation was greater for reading than for mathematics.

11. Forty-two percent of first grade students, 60 percent of second grade students, and 75 percent of third grade students completed the designated 13 chapters in the mathematics basal. For the upper grades, 37 percent of fourth grade students and less than one percent of fifth grade students completed the designated 13 chapters.

California Achievement Tests (CAT) and Iowa Tests of Basic Skills (ITBS)

12. Kindergarten students were administered the 1985 edition of the California Achievement Tests (CAT). In 1986, students performed significantly better for mathematics, as 59 percent of students scored above the national norm for mathematics and 27 percent for reading. In 1987, student performance improved to 64 percent above the national norm for mathematics and 52 percent for reading.

13. Results from the Iowa Tests of Basic Skills (ITBS) provided the baseline data for systemwide student achievement in 1985-86. In keeping with the systemwide achievement goal, each school is projected to have 50 percent or more students scoring at the national norm level by 1989.

14. For the 1985-86 comparison with other elementary schools with grades 1 through 5, Slaton had 32 percent of students at or above national norm for reading and 48 percent for mathematics. For system students, 46 percent scored at or above the national norm for reading and 58 percent for mathematics. In 1986-87, student performance at Slaton improved from 32 to 41 percent scoring at or above the national norm for reading and from 48 to 62 percent for mathematics.

15. The achievement level for 205 students who attended the school for two consecutive years improved for reading and mathematics. The percentage of students scoring at or above the national norm increased from 31 to 42 for reading and from 50 to 64 for mathematics.

16. Students in grades 2 and 4 were administered the ITBS as a part of the state-mandated norm-referenced testing program, and included tests for social studies and science. Based on the median percentile scores, students in grades 2 and 4 at the school, system, and state scored above the national norm for social studies and science.

Project and Non-Project Results -- Matched

17. Instructional support services were provided by Chapter I Compensatory Education Services and the basic skills computer laboratory which accommodated 44 percent of the students for language arts and 80 percent for mathematics.

18. Students served in the Chapter I compensatory program for two consecutive years earned an average NCE score of 43 for reading and 55 for mathematics. Students served systemwide in Chapter I for two consecutive years average NCE scores of 47 for reading and 58 for mathematics.

Georgia Criterion-Referenced Tests (GCRT)

19. The school administered the Georgia Criterion-Referenced Tests (GCRT) at grades 1 and 3. The reading objectives were clustered into skill areas of concepts, literal comprehension, inferential comprehension, and problem solving. The mathematics skill areas were concept identification, component operations, and problem solving.

20. First grade students earned a mean scale score of 205 in reading for the past four years. Each group improved on some objectives while decreasing performance on others. The skill areas needing the greatest instructional emphasis are concepts for reading and literal comprehension. For mathematics, students averaged a somewhat higher percentage of mastery and the scale score increased from 206 to 207.

21. When compared with students across the system and state, first grade students showed improved reading performance for reading concepts and inferential comprehension skills. For mathematics, more students were successful for matching words to numerals and fractions, sets of points, measurement of time and length, and amounts of money.

22. Effective the 1985-86 school year, the third grade GCRT was used as a promotional test to fourth grade for students covered under the policy. The 1986 report of first-time examinees at Slaton showed that 83 percent of the students passed reading and 81 percent passed mathematics. Retesting and summer remedial education were provided for the students who did not pass reading and mathematics at the first examination. The rate of passing was 5 points below the system and 10 points below the state for reading. For mathematics, the percentage of passing at the school was 3 points below the system and 10 points below the state.

23. In 1986-87, 96 percent of the first-time examinees at Slaton earned a passing score on the third grade GCRT for reading and 93 percent for mathematics. The rate of passing was 2 points above the state average for reading and 1 point above for mathematics.

Progression Policy Results

24. The 1987 progression minimum skills end-of-year report summarized the percentage of students mastering the reading and mathematics skills in grades 1 through 5. The

performance of students at the school was very comparable to the average number of skills mastered for the system. Skills mastery performance was as follows:

- Kindergarten students performed well for beginning word sounds, following oral directions, naming pictured objects, and for upper- and lower-case letters. About one-third of the students were not successful for dictating information, story details, sequencing, and categorizing pictured objects.

- Strong areas in mathematics for kindergarten students were larger-smaller comparison, more-fewer comparison and set-numeral matching. Students had some difficulty for ordinal position and set-numeral matching for large groups.

- Grade 1 students had an average percentage of mastery which ranged from 75 percent to 96 percent for reading and 82 percent to 100 percent for mathematics. The lowest performance was for main ideas.

- Ninety percent or more second grade students were successful on the reading and mathematics skills. A small group of students experienced difficulty for fractional parts.

- Third grade students experienced greatest difficulty for the reading skills of sequencing and important details. For mathematics, students performed less well for subtracting three and four-digit numbers. The percentage of mastery ranged form 75 to 100 percent for reading and 80 to 96 percent for mathematics.

- For fourth grade, the average percentage of mastery ranged from 95 percent to 98 percent for reading and 68 percent to 93 percent for mathematics. Students experienced difficulty for interpreting a bar graph and writing numbers through million.

- Fifth grade reported that all of the students mastered the reading and mathematics minimum skills, and no fifth grade students were retained.

25. The progression status report for 1986-87 summarized the number and percentage of students who were promoted, administratively placed and retained in grades kindergarten through 5.

26. Systemwide, the rate of promotion was highest at the fifth grade, followed by fourth, kindergarten, second, third, and first grades. At the school, the highest rate of promotion occurred at fifth grade, followed by fourth, third, second, first, and kindergarten. Systemwide, first grade had the highest rate of grade retention (16 percent) whereas at the school, kindergarten had the highest percentage of students retained (33 percent), followed by first grade with 21 percent of students retained.

CONCLUSIONS

The school was characterized by an emphasis on school-community participation, program support, and extra-curricular activities for the 412 elementary students and the 91 day care students at the school. Student transfers to and from the school decreased and attendance improved.

About 94 percent of the first grade students received kindergarten experience prior to entering first grade and 56 percent of the kindergarten students had preschool experience. These two grades had the highest percentages of students retained.

Students completed the greater portion of the basal materials and more students met the basal expectation for reading than for mathematics. Thirty-nine of the 83 kindergarten students successfully progressed through Getting Ready to Read.

The 1987 achievement data for the three-year achievement goal showed Slaton with 41 percent of students at or above the national norm for reading and 62 percent for mathematics. On the third grade GCRT promotional test, 96 percent of the students passed reading and 93 percent passed mathematics at the first examination.

Student performance on the achievement indicators allowed for the promotion of 82 percent of the students in kindergarten through 5, 5 percent were administratively placed and 13 percent were retained.

RECOMMENDATIONS

The achievement level for 1986-87 placed the school above the national norm for mathematics and 9 points below the national norm for reading. The achievement goal is attainable by 1989 as each grade level sustains and improves upon the achievement level from the previous year.

The areas of instructional needs are pinpointed by the performance indicators under the Pupil Progression Policy, particularly at the grade levels with a high percentage of grade retention (kindergarten, 33 percent; and first grade, 21 percent).

Division of Curriculum and Research Services
Department of Research and Evaluation
September 9, 1987

1986-87
DATA DESCRIPTION SHEET
FOR ELEMENTARY SCHOOLS

General Descriptive Characteristics

The data in this report provide an overview of enrollment and staff/school factors.

Kindergarten Ready Steps Screening Results

All students are screened upon entry into kindergarten using the Ready Steps Language Survey. This instrument is an individually administered series of tasks designed to diagnose student proficiency in ten essential reading readiness skill areas. Mastery of these same ten skills also represents partial fulfillment of the kindergarten pupil progression requirements in reading.

Kindergarten Basal Readiness Progress

A goal of the kindergarten program is that students will complete and successfully master the readiness level of the Houghton Mifflin Series, Getting Ready to Read. The data reported reveal the progress of students by the end of the school year.

Summary Report of Basal Progress (Reading and Mathematics)

The data in the basal progress reports are based on the number of basal reading magazines and mathematics chapters reported as completed during the year. The expected number of magazines/chapters per grade are based on the publisher's recommendation for the amount of material to be covered on grade level in one year.

Norm-Referenced Test Data

Unmatched data reflect the test performance of students enrolled at the school and having available test scores at the end of the school year. Matched test data reflect longitudinal test performance for students enrolled at the school and having available test scores for both 1986 and 1987. The following terms are used to report performance:

National Norm - A score which corresponds to the 50th percentile in the national norming sample.

Median Percentile - One-half of the students scored above this score and one-half scored below this score.

Mean G.E. - This score is the average of the grade equivalent (GE) scores reported for students.

Normal Curve Equivalent (NCE) - An equal interval scale that extends from 1 to 99 and has a mean of 50.

California Achievement Tests (CAT) - Unmatched

The CAT was a requirement of the state testing program for all kindergarten students.

Iowa Tests of Basic Skills (ITBS) - Unmatched and Matched

The complete battery of the ITBS is administered to grades 1 through 7. In addition, the science and social studies tests are administered to grades 2, 4, and 7 as a requirement of the state testing program.

Project and Non-Project Results - Matched

Project test data reflect the reading and mathematics performance of students who participated in compensatory programs, such as Chapter I/II and the Remedial Education Program (REP), or special programs, such as the Computer Curriculum Corporation (CCC) labs. Non-project test data reflect the performance of students who did not participate in the identified project(s). Only students having available scores for both 1986 and 1987 are included in the analysis.

Georgia Criterion-Referenced Tests (GCRT)

The criterion-referenced tests measure mastery of state-identified objectives for grades 1, 3, and 6. Results are reported in terms of student mastery or students needing additional instruction, mean scale scores, and the percentage of students passing (third grade only). Third graders statewide were required to achieve a scale score of 182 in reading and 184 in mathematics in order to be eligible for promotion.

Progression Policy Results

The progression policy for grades K-7 determines promotion or non-promotion. The mastery of specified minimum skills in reading and mathematics and the completion of a specified level of the basal reader are required for promotion. In addition, third graders were required to pass the GCRT.

09/02/87

SLATON ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

GRADES (K-5)

ACTIVE ENROLLMENT (END OF YEAR)

	1982-83	1983-84	1984-85	1985-86	1986-87	DIFFERENCE 2 YEARS	PER CENT	5 YEARS	PER CENT
SCHOOL	359	386	450	425	412	-13	-3.1	53	14.8
ALL ELEM	36,561	36,287	36,471	37,967	37,940	-27	-0.0	1,379	3.8

STAFF/SCHOOL FACTORS (END OF YEAR)	SCHOOL NUMBER	SCHOOL PER CENT	SYSTEM NUMBER	SYSTEM PER CENT
NUMBER/PER CENT OF TEACHERS:				
LOAD REQUIRED	19.5	74	1654.0	72
LOAD EXEMPT	6.9	26	640.2	28
TOTAL	26.4	100	2294.2	100
NUMBER/PER CENT OF PROJECT PARTICIPANTS:				
COMPENSATORY READING	67	16	5542	15
COMPENSATORY MATH	70	17	4850	13
CCC READING - LANG. ARTS	178	43	1099	3
CCC MATH	334	81	1376	4
BILINGUAL	33	8	571	2
K-GARTEN - APS DAY CARE	40	44	877	15
K-GARTEN - NON-APS DAY CARE	11	12	2430	41
K-GARTEN - NO DAY CARE TO 6 MOS. DAY CARE	39	43	2652	45
FIRST GRADE - APS K-GARTEN	79	92	5801	89
FIRST GRADE - NON-APS K-GARTEN	2	2	627	10
FIRST GRADE - NO K-GARTEN	5	6	123	2
PUPIL-TEACHER RATIO	21.1		22.9	
NUMBER/PER CENT OF PUPILS NEW TO APS	34	8	3840	10
NUMBER/PER CENT OF PUPILS NEW TO SCHOOL	74	18	10469	28
MOBILITY INDEX:				
1984-85	.28		.29	
1985-86	.34		.30	
1986-87	.21		.30	
PER CENT PUPIL ATTENDANCE:				
1984-85		94.2		94.9
1985-86		94.8		95.1
1986-87		95.5		94.7
PER CENT CERTIFIED STAFF ATTENDANCE:				
1984-85		92.9		93.3
1985-86		95.3		94.0
1986-87		94.3		94.9

8/17/87

SLATON ELEMENTARY SCHOOL

READY STEPS LANGUAGE SURVEY
KINDERGARTEN SCREENING RESULTS
FALL 1986

	PERCENT OF STUDENTS MASTERING EACH SKILL										AVERAGE NUMBER SKILLS MASTERED 1-10	N
	1	2	3	4	5	6	7	8	9	10		
SCHOOL	90	93	57	83	55	56	45	67	71	77	7	87
SYSTEM	86	96	64	88	59	67	48	84	78	88	8	5,856
DIFF	4	-3	-7	-5	-4	-11	-3	-17	-7	-11	-1	

8/14/87

SLATON ELEMENTARY SCHOOL

SUMMARY REPORT OF KINDERGARTEN BASAL PROGRESS
READING READINESS
1986-87

	PREREADINESS		GETTING READY TO READ ONLY						TOTAL N
			NOT COMPLETED		COMPLETED				
					NOT MASTERED		MASTERED		
	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	
SCHOOL	23	28	21	25			39	47	83
SYSTEM	560	10	496	8	346	6	4,475	76	5,877

7/08/87
SLATON ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Reading
1986-87

Magazines

Grade		Number Per Grade	Average Number Completed	Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	9	8.1	90	51	35
	System	9	6.3	70	24	6469
02	School	6	5.8	97	79	90
	System	6	5.6	93	68	5635
03	School	6	5.4	90	45	55
	System	6	5.1	85	50	5233
04	School	4	4.8	120	84	62
	System	4	4.1	103	77	4974
05	School	4	3.9	98	81	36
	System	4	4.0	100	78	4508

7/08/87
SLATON ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Mathematics
1986-87

Grade		Chapters: Number Per Grade	Chapters: Average Number Completed	Chapters: Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	13	11.3	87	42	86
	System	13	11.7	90	61	6894
02	School	13	11.9	92	60	94
	System	13	12.0	92	63	5770
03	School	13	12.4	95	75	55
	System	13	11.5	89	51	5265
04	School	13	10.1	78	37	62
	System	13	11.1	85	43	4974
05	School	13	6.3	48	0	36
	System	13	11.0	85	43	4514

Slaton Elementary School

August 20, 1987

CALIFORNIA ACHIEVEMENT TESTS - UNMATCHED
(KINDERGARTEN ONLY)

	Number Tested		National Norm	Percent Above National Norm				Composite Mean Scale Score	
				Reading		Mathematics			
	1986	1987		1986	1987	1986	1987	1986	1987
School	71	83	50	27	52	59	64	--	502
System	6,069	5,939	50	58	68	76	78	--	532

Iowa Tests Of Basic Skills - Unmatched

Reading

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Diff
01		97	84	50	32	39	7
02		67	91	50	31	49	18
03		70	58	50	41	55	14
04		50	56	50	20	30	10
05		45	38	50	31	16	-15
	School Total	329	327	50	32	41	9
	Elem. 1-5 Schools	12,767	13,349	50	46	53	7
	Elem. 1-7 Schools	16,604	16,743	50	36	45	9

Mathematics

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Diff
01		97	84	50	47	60	13
02		66	90	50	59	73	14
03		70	58	50	39	59	20
04		50	56	50	50	71	21
05		45	38	50	42	29	-13
	School Total	328	326	50	48	62	14
	Elem. 1-5 Schools	12,738	13,306	50	58	65	7
	Elem. 1-7 Schools	16,549	16,701	50	46	56	10

09/22/87

SLATON ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS - MATCHED
PERCENT OF STUDENTS AT OR ABOVE NATIONAL NORM AND MEAN GRADE EQUIVALENT SCORES
(ONLY PUPILS WHO ATTENDED THE SCHOOL FROM SPRING 1986 THROUGH SPRING 1987)

GRADE	TYPE SCORE	NATIONAL NORM	TOTAL READING N	1986	1987	DIFF	TOTAL MATH N	1986	1987	DIFF
02	PERCENT	50	79	32	52	20	79	49	72	23
	MEAN GE	2.7		1.7	2.8	1.1		1.9	3.3	1.4
03	PERCENT	50	45	33	58	25	44	66	66	0
	MEAN GE	3.7		2.4	3.9	1.5		3.0	3.9	0.9
04	PERCENT	50	52	35	29	-6	52	33	67	34
	MEAN GE	4.7		3.2	4.0	0.8		3.5	4.9	1.4
05	PERCENT	50	29	17	17	0	29	62	34	-28
	MEAN GE	5.7		3.6	4.7	1.1		4.7	5.0	0.3
SCHOOL TOTAL										
	PERCENT	50	205	31	42	11	204	50	64	14
	MEAN GE			2.5	3.5	1.0		2.9	4.0	1.1
ELEM SCHOOL K - 5										
	PERCENT	50	15,470	44	49	5	15,391	57	60	3
	MEAN GE			3.1	4.2	1.1		3.4	4.4	1.0
ELEM SCHOOL K - 7										
	PERCENT	50	18,586	43	48	5	18,501	55	59	4
	MEAN GE			3.6	4.6	1.0		3.8	4.8	1.0

IOWA TESTS OF BASIC SKILLS
STATE-MANDATED NORM-REFERENCED TESTING
1986-87

August 20, 1987

Slaton Elementary

SOCIAL STUDIES

		Median Percentile				Mean GE			
Grade	Tested	National Norm	State	System	School	National Norm	State	System	School
02	73	50	68	78	78	2.7	3.5	4.2	4.2
04	64	50	61	62	60	4.7	5.3	5.3	5.2

SCIENCE

		Median Percentile				Mean GE			
Grade	Tested	National Norm	State	System	School	National Norm	State	System	School
02	73	50	57	62	65	2.7	3.0	3.2	3.3
04	64	50	66	62	51	4.7	5.6	5.4	4.7

09/22/87

SLATON ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
READING TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. READING	SCHOOL	1986	9	24	22	30	10	36									41	30
		1987		41		44		42										43
		GAIN		17		14		6										13
	TOTAL ELEM	1986	638	28	1307	33	1045	33	516	35	256	32	45	31	12	49	3819	32
		1987		50		44		41		42		39		39		48		43
		GAIN		22		11		8		7		7		8		-1		11
NO READING PROJECT	SCHOOL	1986	2	14	62	49	38	47	51	46	33	38					186	45
		1987		38		51		55		42		38						47
		GAIN		24		2		8		-4								2
	TOTAL ELEM	1986	340	33	3645	54	3471	55	3641	47	3537	47	1890	43	1399	46	17923	49
		1987		50		58		51		51		48		47		50		51
		GAIN		17		4		-4		4		1		4		4		2

09/22/87

SLATON ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
MATH TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. MATH	SCHOOL	1986	10	18	21	30	11	40	12	27							54	29
		1987		59		55		56		50								55
		GAIN		41		25		16		23								26
	TOTAL ELEM	1986	632	27	1268	40	965	36	534	31	236	29	37	34	23	45	3695	34
		1987		59		59		43		43		36		43		45		51
		GAIN		32		19		7		12		7		9				17
NO MATH PROJECT	SCHOOL	1986	1	1	62	56	35	59	39	49	33	46					170	53
		1987		55		69		53		61		36						58
		GAIN		54		13		-6		12		-10						5
	TOTAL ELEM	1986	343	40	3622	64	3524	66	3591	50	3546	50	1898	46	1384	48	17908	55
		1987		60		70		53		55		50		48		53		56
		GAIN		20		6		-13		5				2		5		1

09/11/87
SLATON ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (FIRST GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPTS FOR READING			LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	
SCHOOL	1986	95	72	60	65	47	79	86	79	72	63	56	205
	1987	80	74	64	61	49	73	71	83	76	63	59	205
SYSTEM	1987	6662	79	65	68	61	78	81	81	82	64	70	211
STATE	1987	94106	84	76	75	59	77	85	80	81	60	69	212
DIFF SCHOOL	86-87		2	4	-4	2	-6	-15	4	4	0	3	0
DIFF SCHOOL-SYSTEM (1987)			-5	-1	-7	-12	-5	-10	2	-6	1	-11	-6
DIFF SCHOOL-STATE (1987)			-10	-12	-14	-10	-4	-14	3	-5	3	-10	-7

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPT IDENTIFICATION							COMPONENT OPERATIONS				PROBLEM SOLVING				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
SCHOOL	1986	95	79	84	61	69	77	91	63	68	78	72	83	81	87	73	82	206
	1987	80	84	86	74	79	71	90	65	76	84	66	74	75	91	76	76	207
SYSTEM	1987	6661	87	88	71	80	78	93	68	77	82	81	84	85	93	77	83	211
STATE	1987	94104	90	91	79	81	80	94	68	71	84	81	85	91	95	82	82	213
DIFF SCHOOL	86-87		5	2	13	10	-6	-1	2	8	6	-6	-9	-6	4	3	-6	1
DIFF SCHOOL-SYSTEM (1987)			-3	-2	-3	-1	-7	-3	-3	-1	2	-15	-10	-10	-2	-1	-7	-4
DIFF SCHOOL-STATE (1987)			-6	-5	-5	-2	-9	-4	-3	5	0	-15	-11	-16	-4	-6	-6	-6

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SLATON ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (THIRD GRADE)
READING
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	LITERAL COMPREHENSION 1	2	INFERENTIAL COMPREHENSION 3	4	5	PROBLEM SOLVING 6	7	8	MEAN SCALE SCORE	% PASS
SCHOOL	1986	70	53	14	46	49	39	31	36	34	204	83
	1987	54	24	7	30	19	7	13	7	4	215	96
SYSTEM	1987	4850	32	10	37	30	10	14	21	8	208	90
STATE	1987	77529	22	7	25	24	7	10	16	5	214	94
DIFF. SCHOOL	86-87		-29	-7	-16	-30	-32	-18	-29	-30	11	13
DIFF. SCHOOL-SYSTEM (1987)			-8	-3	-7	-11	-3	-1	-14	-4	7	9
DIFF. SCHOOL-STATE (1987)			2	0	5	-5	0	3	-9	-1	1	2

MATHEMATICS
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	CONCEPT IDENTIFICATION 1	2	3	4	COMPONENT OPERATIONS 5	6	7	PROBLEM SOLVING 8	9	10	11	12	MEAN SCALE SCORE	% PASS
SCHOOL	1986	70	50	26	21	13	24	69	49	30	44	24	37	39	202	81
	1987	54	11	19	48	26	28	24	33	9	13	15	9	15	216	93
SYSTEM	1987	4848	25	37	59	31	43	45	42	17	20	23	12	20	205	86
STATE	1987	77542	17	30	53	26	40	36	32	17	14	19	9	16	210	92
DIFF. SCHOOL	86-87		-39	-7	27	13	4	-45	-16	-21	-31	-9	-28	-24	14	12
DIFF. SCHOOL-SYSTEM (1987)			-14	-18	-11	-5	-15	-21	-9	-8	-7	-8	-3	-5	11	7
DIFF. SCHOOL-STATE (1987)			-6	-11	-5	0	-12	-12	1	-8	-1	-4	0	-1	6	1

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SLATON ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87

READING

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	90	93	77	88	71	71	70	70	77	83										8	83
	SYSTEM	97	99	93	98	92	92	89	96	95	98										9	5,992
	DIFF	-7	-6	-16	-10	-21	-21	-19	-26	-18	-15										-1	
01	SCHOOL	91	81	81	87	79	79	78	75	78	89	80	86	87	95	96					13	85
	SYSTEM	92	85	84	89	82	84	83	81	82	89	84	87	90	95	94					13	6,755
	DIFF	-1	-4	-3	-2	-3	-5	-5	-6	-4	0	-4	-1	-3	0	2					0	
02	SCHOOL	93	95	91	90	91	92	91	92	94	89	91	91	93	92	90					14	88
	SYSTEM	89	94	88	88	88	88	86	89	91	87	88	90	93	93	94					13	5,642
	DIFF	4	1	3	2	3	4	5	3	3	2	3	1	0	-1	-4					1	
03	SCHOOL	92	79	83	87	89	89	75	77	98	94	81	92	85	92	87	100	100			15	53
	SYSTEM	90	88	90	88	89	89	86	87	93	91	87	89	86	91	87	93	93			15	5,128
	DIFF	2	-9	-7	-1	0	0	-11	-10	5	3	-6	3	-1	1	0	7	7			0	
04	SCHOOL	98	95	95	97	97	97	95	95	95	93	97	98	98	98	98					14	59
	SYSTEM	93	93	92	93	92	93	90	92	92	92	92	92	93	92	94					14	4,854
	DIFF	5	2	3	4	5	4	5	3	3	1	5	6	5	6	4					0	
05	SCHOOL	100	100	100	100	100	100	100	100	97	100	97	100	100	100	100	100	100	100	100	19	34
	SYSTEM	94	94	94	93	94	94	94	93	94	94	93	94	93	93	92	93	93	94	94	18	4,382
	DIFF	6	6	6	7	6	6	6	7	3	6	4	6	7	7	8	7	7	6	6	1	

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SLATON ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87

MATHEMATICS

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	96	74	74	96	77	93	96	74	72	76	68									9	82
	SYSTEM	98	95	94	94	94	95	94	93	92	96	87									10	5,905
	DIFF	-2	-21	-20	2	-17	-2	2	-19	-20	-20	-19									-1	
01	SCHOOL	100	98	99	94	92	92	85	86	82	85	94	92								11	84
	SYSTEM	98	98	96	93	92	91	87	88	88	90	90	91								11	6,772
	DIFF	2	0	3	1	0	1	-2	-2	-6	-5	4	1								0	
02	SCHOOL	99	100	97	97	98	94	96	98	98	99	98	98	94	93	83					14	89
	SYSTEM	97	96	93	93	91	92	93	95	92	96	95	95	93	92	90					14	5,655
	DIFF	2	4	4	4	7	2	3	3	6	3	3	3	1	1	-7					0	
03	SCHOOL	94	96	85	96	80	89	87	87	94	93	91	96	96	94	96	96	96			16	54
	SYSTEM	94	94	91	93	89	89	88	89	92	90	88	89	90	90	89	88	88			15	5,138
	DIFF	0	2	-6	3	-9	0	-1	-2	2	3	3	7	6	4	7	8	8			1	
04	SCHOOL	88	68	92	90	92	92	93	92	90	93	88	93	90	93	93	90				14	60
	SYSTEM	94	92	95	93	91	90	92	93	91	92	89	91	92	91	90	88				15	4,860
	DIFF	-6	-24	-3	-3	1	2	1	-1	-1	1	-1	2	-2	2	3	2				-1	
05	SCHOOL	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100			17	35
	SYSTEM	94	94	93	92	93	92	92	90	91	93	89	91	91	89	90	87	87			15	4,389
	DIFF	6	6	7	8	7	8	8	10	9	7	11	9	9	11	10	13	13			2	

7/08/87 SLATON ELEMENTARY SCHOOL

1986-87 Progression Status Report

Grades K - 7

Grade		Promoted N	Promoted Percent	Admin. Placed N	Admin. Placed Percent	Retained N	Retained Percent	Total N
K	School	56	67.5		.0	27	32.5	83
	System	5,256	86.9	91	1.5	703	11.6	6,050
01	School	64	74.4	4	4.7	18	20.9	86
	System	5,471	80.2	260	3.8	1,093	16.0	6,824
02	School	80	86.0	7	7.5	6	6.5	93
	System	4,773	84.7	309	5.5	550	9.8	5,632
03	School	48	87.3	4	7.3	3	5.5	55
	System	4,239	80.9	268	5.1	734	14.0	5,241
04	School	59	95.2	3	4.8		.0	62
	System	4,379	89.0	277	5.6	263	5.3	4,919
05	School	35	97.2	1	2.8		.0	36
	System	4,136	92.2	220	4.9	129	2.9	4,485